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ABSTRACT

One of five individualized courses included in a parent involvement curriculum, this course includes the following areas: developmental characteristics of the preschool child and influences on this development, technique for teaching the preschool child and guiding him/her to the fullest potential, and ways of identifying and controlling behavior problems in the preschool child. The course is comprised of three units: (1) Child Growth and Development, (2) The Child's Potential, and (3) Self-Control. Each unit begins with a unit Learning Experience Guide that gives directions for unit completion. The remainder of each unit consists of Learning Activity Packages (LAP) that provide specific information for completion of a learning activity. Each LAP is comprised of the following parts: objective, evaluation procedure, resources, procedure, supplemental sheets, study guide, and a LAP test with answers. The course is preceded by a pretest which is designed to direct the student to units and performance activities. (LRA)

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MOUNTAIN PLAINS LEARNING EXPERIENCE GUIDE:

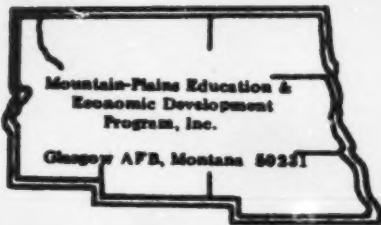
Parent Involvement.

Course: The Preschool Child.

CE 027811

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Learning Experience Guide

COURSE: THE PRESCHOOL CHILD

DESCRIPTION:

This course includes the following areas: developmental characteristics of the preschool child and influences on this development, technique for teaching the preschool child and guiding him to his fullest potential, and ways of identifying and guiding behavior problems in the preschool child. It includes both individual and group learning activities.

RATIONALE:

Knowledge of the developmental characteristics of the preschool child will enable the adult to make reasonable expectations of the child. The guidelines for identifying and guiding problem behavior and the specific techniques of teaching a child will enable the adult to most effectively guide the child to his fullest potential.

OBJECTIVE:

Identify ways of identifying and guiding problem behavior and ways of helping the preschool child reach his fullest potential, according to his developmental level.

PREREQUISITES:

Validation of Course 66.01 -- Interaction with Children.

RESOURCES:

A resource list is attached.

GENERAL INSTRUCTIONS:

Complete all units required, according to Student Work Plan. Complete the Course Post Test with 80% accuracy.

Principal Author(s): B. Peterson
A. Webber

UNIT TITLES:

- .01 Child Growth and Development
- .02 The Child's Potential
- .03 Self-Control

FOLLOW-THROUGH:

Proceed to the first assigned unit.

RESOURCE LIST

Printed Materials

1. The Ways Children Learn. Murphy and Leeper, Department of Health, Education and Welfare Publication #(OC0)72-15, 1970.

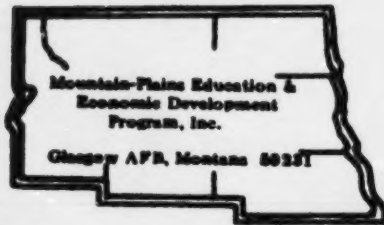
Audio/Visuals

35 mm Filmstrip/Cassettes:

1. Child Care and Development (Series 1). Elizabeth G. Mountain, McGraw-Hill Films.
2. Everyday Problems of Young Children (Series 1). Rose Mukinji, Parents' Magazine Films, Inc., 1974.
3. How the Average Child Behaves: Ages 1-5 (Series 4). Maja Bernath, Parents' Magazine Films, Inc., 1968.
4. Preparing the Child for Learning (Series 3). Dr. J. Ronald Lally, Parents' Magazine Films, Inc., 1973.
5. Your Child: From Home to School. National Association of Elementary School Principles, 1972.

Equipment

1. 35 mm filmstrip/cassette projector.



Learning Experience Guide

UNIT: CHILD GROWTH AND DEVELOPMENT

RATIONALE:

Knowledge of growth and developmental patterns and the influences of environment on development will enable the adult to make reasonable expectations of children at various stages in development.

PREREQUISITES:

Validation of Course 66.01 -- Interaction with Children.

OBJECTIVES:

Identify developmental behavior patterns, reasons for these patterns, and ways adults may handle these behaviors and identify the forces that can affect the development of preschool children.

RESOURCES:

Attached Information Sheets

Filmstrips: "Child Care and Development", Elizabeth G. Mountain, McGraw-Hill Films.

"How an Average Child Behaves: Ages 1 - 5", Maja Bernath, Parents' Magazine Films, Inc., 1968.

Equipment: 35 mm Filmstrip/Cassette Player

GENERAL INSTRUCTIONS:

Complete all Learning Activity Packages required, according to Student Work Plan. Participate in all Group Activity Packages required. Complete Unit Post test with 80% accuracy.

PERFORMANCE ACTIVITIES:

- .01 Developmental Patterns
- .02 GAP: Developmental Behaviors
- .03 Forces Affecting Development

Principal Author(s):

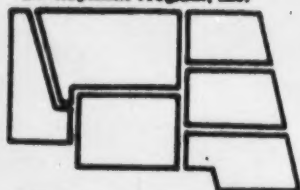
A. Webber

EVALUATION PROCEDURE:

80% correct responses on objective multiple-choice test.

FOLLOW-THROUGH:

Go to the first assigned Learning Activity Package.



Glengow A.F.S., Montana 59131

Group Activity Package

Student: _____

Date: _____

TITLE: Developmental Behavior

OBJECTIVE:

Complete case studies answer sheets and participate in group discussion.

EVALUATION PROCEDURE:

Completion of group activity

RESOURCES:

Case Studies: Developmental Behavior

PROCEDURE:

STEPS

1. Read case studies and answer the questions concerning each.
2. Participate in group discussion of questions dealing with the case studies.

Principal Author(s): A. Webber

CASE STUDIES: DEVELOPMENTAL BEHAVIOR

"I have a problem with my 2½-year-old boy. For the last month I haven't been able to get him to stay in bed. We had gotten him a Hollywood bed, and he enjoyed being able to get out of bed by himself. Now he abuses that privilege. I keep him up later now, but the minute I put him into bed and leave him, he comes right out of his room with a very cheerful, "Hi, Mummy," He can keep this up a dozen times.

"I have tried every means I can think of to make him stay in bed. I've explained to him, I've told him stories, I've sung to him. And, much as I hate to do it, I've threatened him, spanked him, made him stay in the corner, and even locked the door for a minute or two.

"There is something else, too. Several times a week he wakes up at night. We have a dog that he loves. When he gets up, he goes and lies down on the dog's bed. He doesn't wake me up, but usually a second sense seems to wake me and I put him back into bed. He'll stay in his bed about ten or fifteen minutes and then he does the same thing all over again. Sometimes he keeps this up for a couple of hours.

1. What characteristics of many 2½ to 3 year old children are evident in this mother's problem?
2. How would you handle a problem like this?
3. What other types of behavior can this mother expect from her 2½ to 3 year old?

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CASE STUDIES: DEVELOPMENTAL BEHAVIOR

3½ Years: Dinner is for the moment taking care of itself on the stove, and Jennifer's mother has sat down, just for a minute, in the living room to talk over the day's happenings with her husband.

Father has had a good day. Mother is feeling relaxed. And 3½-year-old Jennifer is looking very angelic as she sits beside them in her little chair.

Mother, with part of her mind on the dinner and part on what her husband is telling her, still spares a thought for the total scene. What a nice family! What a pleasant picture!

And then without warning, Jennifer spoils the picture with a most unexpected outburst. "Don't you talk," she shouts bossily at her parents. "Stop talking."

Jennifer's mother doesn't know what to make of this. But since the dinner is calling her anyway, she just skips the whole problem by going kitchenward. Her husband, also surprised at his daughter's outburst, picks up his evening paper and starts to read it.

"Don't read your paper, Daddy," whines Jennifer. "Play with me."
... After Jennifer is safely in bed for the night, looking once more her usual angelic self, her parents discuss her recent odd behavior.

"Do you suppose she is what they call insecure?" Mother asks Father. "She seems to feel so unsure of her self lately. She asks me a dozen times a day, 'Do you love me?' and she seems to want to have everybody's complete attention right on her. If I talk to anybody else while she is around, and leave her out of it, she makes a terrible fuss just as she did tonight. Do you think we have done something wrong to make her feel so uncertain?"

Jennifer's father says he doesn't know. He, too, has read a lot about "insecurity" and, like many parents, has often worried that he might, without knowing it, be making his child feel insecure.

1. What typical behavior of many 3½-year-old children is displayed in this case study?

2. What do you think is the best way to handle this type of behavior?

3. What other types of behavior can these parents reasonably expect from their 3½-year-old?

CASE STUDIES: DEVELOPMENTAL BEHAVIOR

"I'm going over to Tommy's to play," says four-and-a-half-year-old Roy on a Sunday morning.

Roy's parents know that in Tommy's house visitors are not welcome on Sunday in the early hours. Tommy's parents have made it clear to Roy's mother that, much as they like having Roy at other times, the hustle and bustle of getting their five children off to Sunday school after a late breakfast makes one more small boy underfoot just what they do not need.

"Never on Sunday, in the morning, at Tommy's, Roy. You know that. You may go over this afternoon," says Roy's mother. The "not now, but later" substitute is one that small children often accept, but in this instance it proves fruitless.

Roy continues to tease. "Why can't I go? I won't stay much. I'll just be there a tiny second of a minute."

"No, this isn't the time they like company. Sis will read you the comics, if you ask her to." Roy's mother tries, in vain, the time-honored and useful gambit of diverting the boy's attention from what he wants and cannot have to what is permissible.

"Tommy's my friend. He likes me to come over. How do you know they don't want company?"

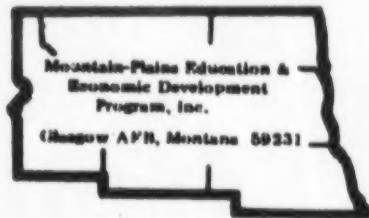
"Roy, you may not go now, and that's that, so you might as well settle down to playing here," his father tells him.

Roy has now worked himself up to such a pitch that he can't stop himself. He makes a rush for the door, and his father catches him. "Roy, you are staying here. We've told you you are not going to Tommy's and we will not let you go." His father is firm, but still friendly. He keeps to the point at issue and does not say, "Furthermore, sucking your thumb when you don't get what you want is disgraceful in a boy your age."

"If you don't let me go, I'll break everything in this house," declares the boy, standing woefully in the middle of the room and not looking as if he were about to break anything. Silence from his parents.

With one eye on his mother and father, Roy drifts off to his room, where he sulks and sobs for a few minutes.

1. What characteristics of most 4 to 5 year olds are seen in this case study?
2. Would you have handled this situation the way Roy's parents did? Why or why not?
3. What other types of behavior can these parents reasonably expect from their 4 to 5 year old?



Learning Activity Package

Student: _____

Date: _____

PERFORMANCE ACTIVITY: Forces Affecting Development**OBJECTIVE:**

Identify the forces within and outside the home that can affect the development of children and ways adults can control these influences.

EVALUATION PROCEDURE:

80% correct response on LAP test.

RESOURCES:

Attached Information Sheet: "Forces Affecting Development".

Filmstrip: "Influences on Children", Child Development Series, McGraw Hill.

PROCEDURE:**Steps**

1. View filmstrip: "Influences on Children".
2. Read: Information Sheet: "Forces Affecting Development".
3. Complete LAP test.
4. Obtain answer key and correct test.
5. Study areas of the LAP test answered incorrectly.
6. If you score less than 80%, retake the LAP test until you score at least 80%.

Principal Author(s): A. Webber

Forces Affecting Development

Each child is an individual. Although children may look somewhat alike, all children are in some ways different. Each child needs to be appreciated for himself. Each has feelings. Each grows and changes in his own way and time. Each wants to be understood. Each child is an individual, just as we are all individuals.

Understanding a child or children is a long process. Adults cannot be sure what a child is like until they observe him over a period of time. Children like adults, act in so many different ways under different circumstances. Children are easier to understand than adults, however. Children haven't learned to hide their real feelings. A small child can't usually put his feelings into words, but he can let us know how he feels through his behavior. His feelings show when he hits when angry, yells when hurt, and wriggles with pleasure when happy. Understanding children will help adults realize they must treat all children as individuals. Even children of the same age must be understood and treated as individual people.

Children differ because of two general influences on their lives--heredity and environment.

1. Heredity deals with the actual physical characteristics passed on from generation to generation. The sperm and ovum unite to conceive a new individual. Both the ovum and sperm contain chromosomes. These chromosomes are like rows of beads in a string and in the beads are genes. The genes are carriers of inherited characteristics. Examples of inherited characteristics are sex, eye color, skin color, hair color.

2. Environment is anything in a person's surroundings that influences his development. For the most part, this definition includes everything and everyone in the child's surroundings. The types of things that can be influenced by a child's environment are: the desire to learn, communication skills, personality, attitudes. Environment influences any characteristic not directly determined by heredity.

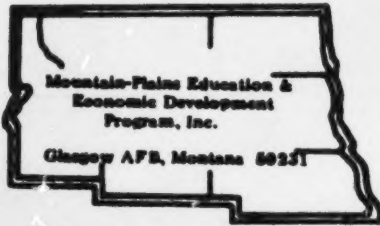
Some adults blame heredity for characteristics caused by the child's environment. "He got that bad temper from his uncle" or "She inherited her clumsiness from me." These statements cannot be true. There is no gene that carries temper, clumsiness, lisp, or a quiet or loud voice. The characteristics are usually imitated by the child. The child imitates an adult who is clumsy or has a bad temper. Thus, environment determines these characteristics, instead of heredity.

Another reason a child may pick up these characteristics is because he is living up to his parent's expectations. The child may have dark hair and features like his bad-tempered uncle. When he gets angry (we all do some-

times!), the parent says, "Aha! A temper just like his uncle!" Therefore, the child continues to act as they expect him to. Again, a characteristic blamed on heredity is actually caused by the child's environment.

Because heredity and environment determine a child's characteristics, there is always room for change. If a child feels he is accepted as he is and isn't being pushed to be different, he will be more willing to change. Accepting a child's behavior doesn't mean the adult approves of it. Accepting means being aware and giving understanding, while approving means liking what is there. Adults who believe each child is an individual will be able to accept each child as he is. Acceptance is the basis for change.

To understand and accept a child as a unique individual is important. This acceptance will enable the child to feel good about himself. It will also help him to change freely. His family, the major part of the small child's environment, must accept and understand the child as he is.



Learning Experience Guide

UNIT: THE CHILD'S POTENTIAL

RATIONALE:

Knowledge of some techniques for helping the child reach his fullest potential, according to his developmental level, will enable the adult to do so wisely.

PREREQUISITES:

Validation of Unit 66.03.01 -- Child Growth and Development.

OBJECTIVES:

Identify processes of learning, ways of guiding play, processes of speech development, techniques for encouraging creativity, and ways of guiding relationship formation and school preparation in helping the child develop to his fullest potential.

RESOURCES:

Printed: "Ways Children Learn" - Dhew Publication #(OCD) 72 - 15
Your Child's Intellect, Bell - Olympus Publ. Co.

Attached Information Sheets

Audio-Visuals:

1. "Child Care and Development", McGraw-Hill Films.
2. "Preparing the Child for Learning", Dr. J. Ronald Lally, Parents' Magazine Films, Inc., 1973.
3. "Your Child: From Home to School", National Association of Elementary School Principals, 1972.

Equipment: 35 mm Filmstrip/Cassette Player

GENERAL INSTRUCTIONS:

Complete all Learning Activity Packages required, according to Student Work Plan. Participate in Group Activity Packages required. Complete Unit Post Test with 80% accuracy.

Principal Author(s):
 B. Peterson
 A. Webber

PERFORMANCE ACTIVITIES:

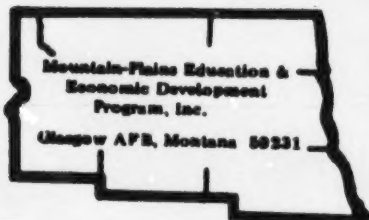
- .01 Ways Children Learn
- .02 Ways Children Learn (Demonstration) (GAP)
- .03 Value of Play
- .04 Developing Speech Habits
- .05 Encouraging Creativity
- .06 Encouraging Creativity (Demonstration) (GAP)
- .07 Learning to Get Along With Others
- .08 Preparing Your Child for School

EVALUATION PROCEDURE:

80% correct responses on objective multiple-choice test.

FOLLOW-THROUGH:

Go to the first assigned Learning Activity Package.



Learning Activity Package

Student: _____

Date: _____

PERFORMANCE ACTIVITY: Ways Children Learn

OBJECTIVE:

Identify the processes of learning and the learning recommended during preschool years.

EVALUATION PROCEDURES:

80% correct responses on LAP test.

RESOURCES:

"The Ways Children Learn", DHEW Publication #(OCD) 72 15.

Filmstrip: "Intellectual Development", McGraw-Hill Films,

Equipment: 35 mm Filmstrip/Cassette Player

PROCEDURE:

Steps

1. Read "Ways Children Learn".
2. View filmstrip, "Intellectual Development".
3. Complete LAP test.
4. Obtain answer key and correct test.
5. Study areas of LAP test answered incorrectly.
6. If you score less than 80%, retake the LAP test until you score at least 80%.

Principal Author(s): B. Peterson



Glacier A.P.E., Montana 59231

Group Activity Package

Student: _____

Date: _____

TITLE: Ways Children Learn (Demonstration)

OBJECTIVE:

Demonstrate to the group a way to encourage learning during the preschool years.

EVALUATION PROCEDURE:

GAP Evaluation Checklist: Ways Children Learn
Item to be used in demonstration
Your Child's Intellect, Bell

PROCEDURE:

Steps

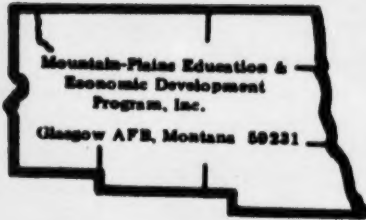
1. Prepare learning activity for a preschool child.
2. If ideas are needed, check in Your Child's Intellect, Bell.
3. Make sure your demonstration includes all the points listed on the "Demonstration Evaluation Checklist".
4. Demonstrate the learning activity to the group.

Principal Author(s): B. Peterson
A. Webber

GAP EVALUATION CHECKLIST: WAYS CHILDREN LEARN

Demonstration must include:

1. The age of the child for whom the learning activity was prepared.
2. The item should be at least vaguely familiar to the child.
3. How will you encourage the child to do the discovering?
4. How will the learning activity include the use of as many of the child's five senses as possible?
5. What will the child gain from this learning activity?



Learning Activity Package

Student: _____

Date: _____

PERFORMANCE ACTIVITY: Value of Play

OBJECTIVE:

Identify the importance and types of play and ways of guiding play toward maximum learning.

EVALUATION PROCEDURE:

80% correct responses on LAP test.

RESOURCES:

Attached Information Sheet: "Value of Play"

PROCEDURE:

Steps

1. Read "Value of Play".
2. Complete LAP test.
3. Obtain answer key and correct test.
4. Study areas of LAP test answered incorrectly.
5. If you scored less than 80%, retake the LAP test until you score at least 80%.

Principal Author(s): B. Peterson
A. Webber

VALUE OF PLAY



For any child, play is a most important way of learning. The child learns what its like to be a fireman or a teacher by pretending. He learns the principles of building by playing with blocks. He can work out frightened feelings by playing doctor. All these types of things are learning experiences. Because learning through play is fun, the child will develop a love of learning. Fun learning will continue!

Play has many values to most children. These values are directly linked with some type of learning.

1. In play, children practice skills. Playing tag is a fun way to practice running, dodging, and balancing. Stringing large beads allows the child to practice hand coordination.



2. Children experiment in play. The toddler finds out which lid fits which container. He learns how many small blocks will fit into a certain box.



3. Children discover while they are playing. While playing in water, the child may discover how water feels, tastes, looks, smells, sounds. The child learns about his world through his five senses.



4. The child solves problems through play. When he builds with blocks, he must learn to plan the structure and balance the pieces.



5. The children imagine and create while they play. Imitating mother is a good example of this. The child uses his creativity when he uses art materials or uses words to make up a story.



Learning to play is the foundation for intellectual development. In order, that this foundation be the strongest possible, the adult should provide many things. Adult guidance in play will help the child gain the most from play.

First of all, the child should have as many first-hand experiences as possible. One learns best by actually participating! Operation Headstart is a good example of a program designed to provide children with firsthand experiences. A child who will learn about food should have a background knowledge of farms, animals, plants, supermarkets, etc. Operation Headstart tries to help children learn about these things through first-hand experiences. Field trips and other excursions are a good way for the child to learn.



Adults should provide children with a variety of play materials. These materials can be purchased toys or those things around the home the child is interested in. It is important that the child be allowed to explore his own home. When the child begins exploring, it is important that changes be made to protect him. To leave a sharp knife where a toddler can get at it is dangerous. It is important also to protect the possessions of other family members. Mother's favorite vase may be put up out of reach. It is very important to realize that within certain limits, the child must be allowed to explore.

Adults may encourage the use of language during play. Attaching names to the objects the child plays with will help the child learn. Repeating these names often is very important. The adult may also play organizing and classifying games with the child. Pointing out likenesses and differences in things is a good way to do this. These games will help the child as his education increases.

Play is an important way for the child to do the following:

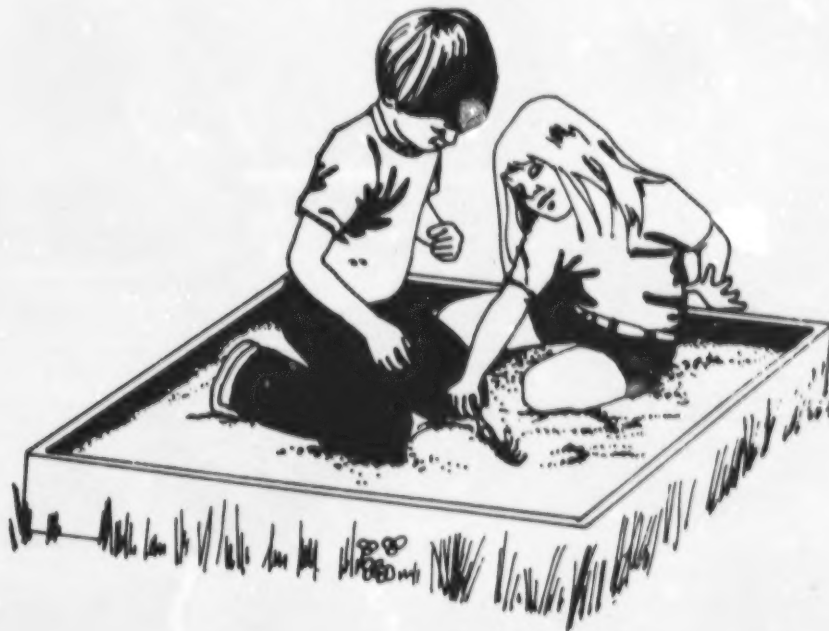
1. deal with anxieties
2. express and communicate feelings and ideas
3. establish social relationships



On the following page are described ways that play helps in these areas.

Dramatic play is a good way for a child to deal with anxieties. If he is frightened about going to the doctor, for example, an adult may provide the opportunity to play he is a doctor. He can work out his feelings in a play situation where he is in control. This way he may be better able to handle the real situation. When the child fantasizes, he should be allowed to do so. He is learning!.

Any adult watching a child play will see him expressing feelings and ideas. Dramatic play is important here, too. Watching children play house will help the adult see how they feel about their own family life. The child should be allowed to communicate his feelings in play -- as long as it does no harm to himself or others.



Play is extremely important in establishing social relationships. Children generally go through a set process of socialization.

1. Parallel play is the first step in the process. Children around two years of age engage in this type of play. This is where two children play side-by-side, but they don't play together.
2. Around three years of age, children usually begin playing in pairs. There is no real friendships here, and the partners switch frequently.

3. By four years of age, children generally play in groups quite frequently. By age 5, they play in groups much of the time. From these groups activities, children learn how to deal with other children. They learn to lead and follow, cooperate and disagree. They learn the satisfaction of companionship and friendship.

PLAY EQUIPMENT



When providing play equipment for a child, the adult should consider the following points:

1. The toy should have more than one use.
2. The toy should be safe. It should have no sharp points or edges. It should be painted with non-leaded paint.
3. The toy should be sturdy and able to stand all kinds of treatment.
4. The toy should encourage as much imaginative play as possible.
5. The toy should offer possibilities for learning.
6. For socialization purposes, the toy should encourage use by more than one child at a time.

LABORATORY OBSERVATION CHECKLIST: VALUE OF PLAY

NAME: _____

DATE: _____

This observation must include one example of each of the following:

1. problem solving
2. Intellectual learning
3. dealing with anxieties
4. expressing feelings

Each example must include the following criteria:

1. A description of the environment.
2. The play materials used by the child.
3. Your interpretation of the value of that play for the child.

1. _____ 2. _____ 3. _____ 1. _____	1. _____ 2. _____ 3. _____ 2. _____
1. _____ 2. _____ 3. _____ 3. _____	1. _____ 2. _____ 3. _____ 4. _____

**LABORATORY OBSERVATION
TOYS**

Student's Name: _____ **Date:** _____

Analyze a toy according to the characteristics below:

Toy's Name _____

- 1. Does this toy have more than one use?**

If so, list them.

- 2. Is this toy safe?**

Why or why not?

- 3. Is this toy sturdy?**

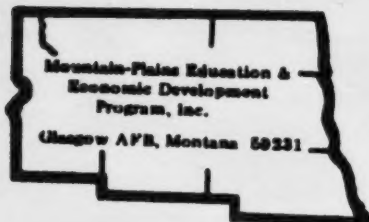
Describe the details that make it sturdy or weak?

- 4. Does this toy encourage imaginative play?**

Why or why not?

- 5. What learning possibilities are offered by the toy?**

- 6. Does this toy encourage use by more than one child at a time? How?**



Learning Activity Package

Student: _____

Date: _____

PERFORMANCE ACTIVITY: Developing Speech Habits**OBJECTIVE:**

State the processes of speech development and ways of encouraging good speech habits in preschool children.

EVALUATION PROCEDURE:

80% correct responses on LAP test.

RESOURCES:

Attached Information Sheet: "Developing Speech Habits"

Filmstrip: "How Language Grows", Parents' Magazine Films.

Equipment: 35 mm Filmstrip/Cassette Projector.

PROCEDURE:**Steps**

1. Read "Developing Speech Habits".
2. View filmstrip, "How Language Grows".
3. Complete LAP test.
4. Obtain answer key and correct test.
5. Study areas of LAP test answered incorrectly.
6. If you score less than 80%, retake the LAP test until you score at least 80%.

Principal Author(s): B. Peterson
A. Webber

DEVELOPING SPEECH HABITS



In helping the child to develop good speech habits and language ability, the adult should be working toward three objectives. They are:

1. The child will speak easily and comfortably.
2. The child will use correct grammar.
3. The child will understand a large number of words.

The ability to use language well will enable the child to develop ideas and concepts, communicate these ideas and concepts, and learn from others.

Babies should be exposed to language from the time they are born. Studies have shown that babies who are spoken to a lot will try to talk earlier. Members of the family should speak clearly and slowly to a young child. Repeating simple words and phrases and singing to him are important.

When the child first begins speaking, one word will stand for a whole idea. At this point the adult may fill in the missing words. It is important to sometimes not understand the child too easily. This will make him want to increase his ability to communicate. Always show interest and pleasure in what the child is saying.

Speech development requires both physical and emotional development. The child must have control of the speech muscles as well as the ability to form thoughts. He needs plenty of experiences to talk about. He, also, needs much encouragement to talk about these experiences. When the child wants to tell something, it is important that the adult stop and listen. This way he will learn to use the language freely and with pleasure.

When speaking to a child it is important to speak slowly and clearly. If he makes a mistake or stutters, don't call attention to it. Because of lack of control of the muscles and nerve impulses used in speech. Stuttering is a normal part of development. It becomes a problem when adults make comments. Don't call attention to

mistaken words. It is better to repeat the correct word yourself instead of asking the child to do so. This way the child hears the correct word and will learn it. He won't feel that making a mistake is a big thing.

A child needs plenty of opportunity to practice speech. He should be allowed to do the following as much as possible:

1. Repeat words and phrases.
2. Chant.
3. Sing and talk to himself.
4. Communicate with others.
5. Experiment with words.

Children learning to speak will generally experiment with sounds and meanings of words and phrases for hours.

At age three, many children begin experimenting with toilet words. These words are different and they want to see what reaction they get. They are finding out they can be aggressive with words! At this age it is best to ignore most of this type of language. A four or five year old, however, can usually understand when told that people don't like that kind of language.

CHILDREN'S BOOKS



Because of the importance of books in our lives, the child should develop an appreciation of books early. Children follow the examples set by adults. If the adult reads, the child will realize books are important. The child should generally be read to at an early age and quite often. Books purchased for the child should be attractive and right for his level of development.

A book selected for young children should have pictures. These pictures should be interesting and should be on the page of the story they illustrate. Children enjoy the repetition of words and phrases. Stories should generally be short and grammar should be correct.

EVALUATING BOOKS - SOME USEFUL CRITERIA

1. Does the story come to life and envelop the child? Can he experience the life of the characters?
2. Does the story arouse curiosity or is the child overwhelmed or stifled by the story?
3. Does the book stir the child's imagination?
4. Is the book authentic and its information accurate?
5. Is the book written clearly?
6. Is there harmony between the book and illustrations?
7. What age child would enjoy this book, why?

8. Other criteria:

A good book has large, colorful pictures containing action words, repetition of words and rhythmic sounds.

A good book has pages that are easy to turn.

A good book has stories written in simple language suited to the age of the child.

A good book has sturdy, strong back.

A good book is a book the child can handle well.

A good book is one that holds the child's interest.

READING AND TELLING STORIES AND VERSES (to hold a child's attention)

1. Change the voice for different characters.
2. Use expression - (vocal and facial.)
3. Make sounds that words suggest where possible.
4. Put in actions.
5. Ask questions.
6. Let child be part of the activity.
7. Let the child help by turning pages and telling the parts he knows.
8. Use the child's name instead of the name in the story if possible.
9. Speak slowly and clearly.
10. Choose a book with lots of large, colorful pictures.
11. Choose a variety of ways in which to tell stories.
 - a. Have children sit on the floor if several are listening.
 - b. Use a flannel board - (cardboard covered with flannel, pictures with small piece of flannel on back, as story is told place the picture on the flannel board.)
 - c. Movie or television stories - insert two cardboard cylinders or two wooden dowels through a cardboard box, cut a screen in front of the box, paste pictures on a long strip of paper (shelf paper is ideal), paste ends of picture "film" to the cylinders or dowels, turn cylinder and show the movie while you furnish the sound.
 - d. Flash cards - draw illustrations on a series of cards or cut pictures from magazines to illustrate story, show cards as you tell the story, (or let children draw the illustrations if they are old enough.)

KINDS OF STORIES FOR CHILDREN OF DIFFERENT AGES**Under two -**

These children enjoy books with things they do in every day life. For example pictures of cups, dishes, clothes, or anything in the routine schedule of a day.

Two-year-olds -

Two-year-olds like books about themselves. They think books with a day much like their own is interesting. This includes getting up in the morning, playing, having dinner, and so on up to bedtime.

Three-year-olds -

Children at this age like a story with a plot. They also like nursery rhymes.

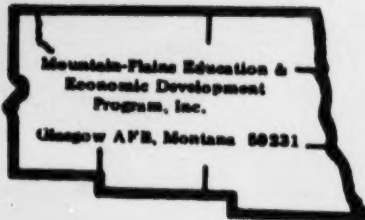
Four-year-olds- At this age plots can be more complicated. They like a make-believe story.

Five-year-olds -

At this age of five years on they like highly imaginative stories. Stories are interesting about heroes working everything out and all ending well.

**Six, seven, and
eight-year-olds -**

Even though children of this age may know how to read, they still like a bedtime story dedicated especially to them. The story used shouldn't be all information strung together but should be enjoyable and tell how and why people act as they do.



Learning Activity Package

Student: _____

Date: _____

PERFORMANCE ACTIVITY: Encouraging Creativity

OBJECTIVE:

Recognize reasons for and techniques used in encouraging creativity in children.

EVALUATION PROCEDURE:

80% correct responses on LAP test.

RESOURCES:

Attached Information Sheet: "Encouraging Creativity".

Filmstrip: "Learning Every Day", Parents' Magazine

Equipment: 35 mm Filmstrip/Cassette Projector.

PROCEDURE:

Steps

1. View the filmstrip, "Learning Every Day".
2. Read "Encouraging Creativity".
3. Complete LAP test.
4. Obtain answer key and correct test.
5. Study areas of LAP test answered incorrectly.
6. If you score less than 80%, retake the LAP test until you score at least 80%.

Principal Author(s): B. Peterson
A. Webber

ENCOURAGING CREATIVITY

The areas in which children can be especially creative are music and dance and art. If a child is given the opportunity to be creative, he will usually find pleasures in creative expression all his life.

MUSIC AND DANCE



In order to develop an appreciation of music, children should be exposed to all kinds of musical expression. There are many ways an adult can help develop a child's creativity musically. It is not necessary that the child begins piano lessons at three years of age!

Children love to move their bodies to music. This helps them develop a sense of rhythm and coordination. It is important, however to remember that they should not be taught how to move. Children should be allowed to create their own movements.

A sense of rhythm is a result of development of the body. A sense of pitch, on the other hand, can be helped by practice. Singing with children is a good way to help them develop a sense of pitch. Accompaniment by an accordion, an autoharp, or a piano will help them see the difference between high and low sounds. Too much

effort spent in learning songs may stifle creativity. Always express appreciation for songs the child creates himself. Even going so far as to jot them down and sing them to him is great! The child should have available various sound-making instruments. These can be purchased or homemade.

LISTENING TO MUSIC

In helping a child develop an appreciation for music, the child should be allowed to listen to music when he wants to. It will be discouraging for a child if he is required to sit quietly and just listen to music. He can listen while he is doing other things. Many times, while he's playing the child will begin moving to the beat of background music. Children's records should be carefully chosen. The individual child's preference should usually be considered.

It is a valuable experience for the child to see and touch musical instruments. Watching and listening to the school band usually fascinates a young child. There are so many ways of producing music that the more first hand experience the child has the better it is.

GROUP GAMES WITH MUSIC

When leading group games with children, the adult should make sure the groups are relatively small. Small children usually are not very good at taking turns. Four and five year olds especially enjoy fingerplays that accompany songs. Fingerplays have action that a young child enjoys. These can be used with a group or an individual.

CREATIVE ART



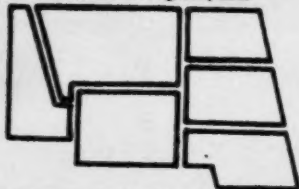
Creative art should allow children to express what they feel and think. They generally need this outlet, because they have not developed other skills for expressing themselves. The correct ways of painting won't be important to the child of this age. During middle childhood, techniques and skill become important. The preschool child doesn't care if he does it correctly -- he is merely expressing himself. To say, "That's not right. This is the way," is to discourage creativity. In order to develop interest and pleasure in art it is important to express appreciation for the child's product.

It is the responsibility of the adult to provide many and various art materials for creative art. In creative art, the use of coloring books, cutouts, patterns, and models will discourage creativity. Sensory art materials are especially good for helping the child work out feelings and tensions. Examples of sensory art materials are: fingerpaint, clay, paste. Providing the child with an apron during these experiences will enable him to concentrate on the art.

It is sometimes good for the adult to use the art materials himself. It helps parents feel a little more at ease with creative expression. It also brings them closer to what the child feels.

Ideas for helping the child develop an appreciation of beauty are:

1. Providing many colors in the child's surroundings.
2. Providing reproductions of fine paintings.
3. Providing artistically arranged decorations.



Glasgow A.F.B., Montana 59231

Group Activity Package

Student: _____

Date: _____

TITLE: Encouraging Creativity (Demonstration)

OBJECTIVE:

Demonstrate to the group a way of encouraging creativity in the preschool child.

EVALUATION PROCEDURE:

Completion of Group Activity.

RESOURCES:

Materials for demonstration: Manipulative dough, finger painting, collage or prints.

Attached: "Encouraging Creativity Activities".

PROCEDURE:

Steps

1. Present demonstration to the group.

Principal Author(s): B. Peterson
A. Webber

ENCOURAGING CREATIVITY ACTIVITIES

One of the many ways children enjoy expressing themselves is through art. The following are ideas for providing means of self-expression in the home.

Finger Paint

- 1 c. laundry starch
- 2 qt. boiling water
- $\frac{1}{2}$ c. soap flakes
- 2 T. talcum powder
- few drops oil of cloves or glycine (if desired)

Mix starch with enough cold water to make a creamy mixture. Add the boiling water and cook until clear, stirring all the while. Remove from heat, add the soap flakes and the talcum powder and cool. Add dry or liquid tempera paint.

Whipped Soap Paint

- $\frac{3}{4}$ c. soap
- Enough water to make paste-like mixture
- Whip with egg beater

Painting With Tools

Put tempera paint in low containers (muffin tins or jar tops, etc.). Provide the child with large pieces of newsprint or other paper.

Examples of tools to use for the painting: Sponges, spools of various sizes, 6-8-inch piece of string, carrots or potatoes for vegetable prints.

Manipulative Dough

- $1\frac{1}{2}$ c. flour
- $\frac{1}{2}$ c. salt
- $\frac{1}{2}$ c. water
- Dry tempera paint

Add dry tempera or food coloring to the water to make bright colors. Add the water slowly. If the mixture is too dry, add more water; if it is too wet, add flour. Keep the dough in an airtight container in the refrigerator when not in use.

Tongue depressors, cookie cutters, rolling pins, and cylindrical blocks may be used with the dough.

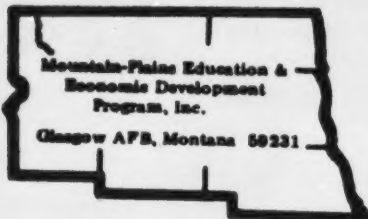
GAP EVALUATION CHECKLIST: ENCOURAGING CREATIVITY

Each demonstration must include the following criteria:

- _____ 1. Correct preparation of materials used for one method of self-expression.

- _____ 2. Explain what the child may gain from it, such as:
 - _____ a) motor skills development
 - _____ b) release of tension
 - _____ c) sensory experience
 - _____ d) creativity
 - _____ e) sense of rhythm

- _____ 3. Explain your feelings while experiencing these materials.
 - _____ a) relaxed
 - _____ b) frustrated
 - _____ c) creative
 - _____ d) sensory experience
 - _____ e) sense of rhythm



Learning Activity Package

Student: _____

Date: _____

PERFORMANCE ACTIVITY: Learning to get Along With Others

OBJECTIVE:

Identify the processes of relationship formation and ways of guiding children toward good relationships with others.

EVALUATION PROCEDURE:

80% correct responses on LAP test.

RESOURCES:

Attached Information Sheet: "Learning to Get Along With Others".

PROCEDURE:

Steps

1. Read "Learning to Get Along With Others".
2. Complete LAP test.
3. Obtain answer key and correct test.
4. Study areas of LAP test answered incorrectly.
5. If you score less than 80%, retake the LAP test until you score at least 80%.

Principal Author(s): B. Peterson
A. Webber

LEARNING TO GET ALONG WITH OTHERS



From birth, a child begins the process of learning to get along with others. Mother begins almost immediately to mold the child's schedule to fit into the schedule of the family. The child first learns about relationships with people from those who care for him as an infant. Below are described the many adjustments a child must make as he learns to get along with those in his world.

CHANGES IN FAMILY RELATIONSHIPS



Changes in the child can promote changes in family relationships. The baby loses that physical appearance of a helpless cute baby as he grows older. He develops a growing need for independence. As the child enters middle childhood, he definitely begins preferring the company of his friends over that of his family. All these changes in the child help to change the family's relationships.

There are also changes in the attitudes of the other members of the family as the child grows older. Instead of giving their undivided attention to the child, the parents are now resuming more of their former activities. Older brothers and sisters may begin to resent the child as he interferes with their activities. Discipline becomes more frequent as the child becomes more mobile and curious. If a new baby enters the picture, the child may resent this intrusion. He may openly attack the new baby, or he may return to infantile behavior.

WORKING MOTHERS



Mother working can cause special problems in the family. Because the number of mothers that work is increasing all the time, this is an important area. Many children adjust rather easily, especially if the mother has always worked. Many mothers however, don't work until the child is ready for nursery school. Then adjustments are required. Some of the adjustments a child may have to make are:

1. the baby sitter usually has different ways of doing things.
2. mother has less time with the child.
3. mother may be less patient, because she is tired.
4. there may be friction, because older children are asked to take on more responsibility.

Children of working mothers, however, tend to be more independent.

RELATIONSHIPS WITH STEPPARENTS

A very young child is quite accepting of a stepparent. This provides the security and stability he needs in his life. How children react to a stepparent is very dependent upon how stepparents treat them. Children involved in this situation need understanding, love, care, and attention. Pampering by any parent, however, can make the child's adjustment to others much more difficult.

RELATIONSHIPS WITH BROTHERS AND SISTERS

As with other members of the family, brothers and sisters generally change their attitudes toward the baby. As the novelty wears off, resentment may set in. This is especially true if the older child is expected to share a room or his toys. The older child should not be expected to always drag the younger along.

Poor family relationships have a bad effect on every member of the family. This is more serious however, for the younger child. His whole life centers on the home. This type of situation may definitely lead to feelings of insecurity. It is important that all members of the family try to keep the home as relaxed as possible. It is possible to prevent many problems by understanding the child's level of development. If behavior is common for the child's age it is easier to tolerate.

Illustration on following page.

THE CHILD'S COMPANIONS

It has been said that children are born social or unsocial. This is not true. Children learn this. Even before babies are six months, there is evidence that they desire companionship. If they are alone when they wake up, a parent will hear a loud wail. If their first experiences are good, they will continue to enjoy people. If not, children will generally withdraw. It is important that the child be given plenty of opportunity for companionship. It is equally important that these first experiences be pleasant.



THE CHILD'S EARLIEST COMPANIONS

The child's first companions are usually his family. For the most part, these experiences are pleasant. The baby receives his parents undivided attention. His every need is satisfied. It is important that this be so, because this forms the foundation for future relationships.

BROTHERS AND SISTERS AS COMPANIONS

If there is friction between brothers and sisters it may help to explain why the younger child behaves as he does. It may also help to curb resentment if the older child is allowed to help care for the younger.

NEIGHBORHOOD FRIENDS



Children generally select their friends by how much fun they have. There is little concern about race, religion, or social standing. Children don't prefer to play with children of the same sex until about age 6. The greatest value of friendships with other children is socialization. He learns to get along with others. He learns most importantly to make his relationships satisfying to others. This increases his popularity. He will also learn to take on a broader point of view and learn to do many new things.



Some children turn to substitute companions. These may be pets, imaginary friends, etc. Lonely children may do this if there are no children their age to play with. The most important effect of substitute companions is that the child doesn't gain the social benefits. Pets and imaginary companions never talk back. Therefore, the child doesn't need to adjust his way of doing things as he does with people.

The sooner unsocial behaviors are changed, the easier it will be for the child to win friends. It is the adult's responsibility to help the child to replace these behaviors with more social behaviors. Below the various types of unsocial behaviors are discussed. It is important to realize that these are only considered unsocial when they continue past their appropriate age level.

A. Observing Others. All children spend sometime observing before they begin playing. There is a problem, however, when children spend most of the time observing others. These children generally lack self-confidence. Adults should realize a child like this needs more time to get used to new situations. Adults should realize it is especially important that this child's experiences be pleasant.

B. Quarrelling. A common age for quarrelling is between 2 and 6 years. The quarrelling is usually over some object. Because children have little emotional control they may inflict real harm on each other. An adult should step in before this happens. Learning he can't always have his own way is the one value of quarrelling.

C. Bullying and Teasing. Both of these unsocial behaviors cause pain. Bullying is physical and teasing is mental. Boys seem more prone to this behavior than girls. The best way to handle this situation is to isolate the child for a time.

D. Name Calling. Name calling usually begins when children realize they will be punished for hitting others. This is a quick way for a child to become unpopular with other children.

E. Tattling. Tattling is engaged in mostly by unpopular children. Tattling puts the child in the limelight of adult attention. Although some adults may approve, children will not. Adults should discourage too much tattling.

LEARNING TO GET ALONG WITH OTHERS-STUDY GUIDE

The following are characteristics of the Social and Emotional Development of the 2 year-old. Explain how the adult may provide activities needs for the child in achieving the level of development for his age. Use the Parent Guide as a source of information.

2 year-old
Characteristics

Activities Needed

Chiefly solitary play
beginning of parallel play

Difficulty in sharing

May be shy with strangers

Has difficulty understanding
property rights

LEARNING TO GET ALONG WITH OTHERS-STUDY GUIDE

The following are characteristics of the Social and Emotional Development of the 3 year-old. Explain how the adult may provide activities needs for the child in achieving the level of development for his age. Use the Parent Guide as a source of information.

3 year-old
Characteristics

Activities Needed

Beginning cooperative play

Willing to take turns & share

Responsive to verbal suggestions by adults

LEARNING TO GET ALONG WITH OTHERS-STUDY GUIDE

The following are characteristics of the Social and Emotional Development of the 4 year-old. Explain how the adult may provide activities needs for the child in achieving the level of development for his age. Use the Parent Guide as a source of information.

4 year-old
Characteristics

Activities Needed

Prefers to play in groups of
3 or 4

Proud of his own possessions &
the products he makes

Strong feelings of family & home

LEARNING TO GET ALONG WITH OTHERS-STUDY GUIDE

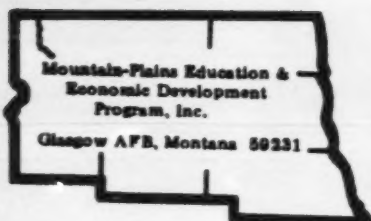
The following are characteristics of the Social and Emotional Development of the 5 year-old. Explain how the adult may provide activities needs for the child in achieving the level of development for his age. Use the Parent Guide as a source of information.

5 year-old
Characteristics

Activities Needed

Able to Identify as part
of a group & conform

Imitates Adults & is able
to take on responsibility



File Code: 66.03.02.08.A2-0

Date Published: 3-26-75

Learning Activity Package

Student: _____

Date: _____

PERFORMANCE ACTIVITY: Preparing Your Child for School

OBJECTIVE:

Identify ways and recognize the importance of guiding a child in his preparation for school.

EVALUATION PROCEDURE:

80% correct responses on LAP test.

RESOURCES:

Attached Information Sheet: "Preparing Your Child for School".

Filmstrip: "Your Child! From Home to School".

Equipment: 35 mm Filmstrip/Cassette Player.

PROCEDURE:

Steps

1. View filmstrip, "Your Child: From Home to School".
2. Read "Preparing Your Child for School".
3. Complete LAP test.
4. Obtain answer key and correct test.
5. Study areas of LAP test answered incorrectly.
6. If you score less than 80%, retake the LAP test until you score at least 80%.

Principal Author(s):

B. Peterson

PREPARING YOUR CHILD FOR SCHOOL



Each child will approach school in his own way. Some children will be excited and eager to plunge right in. Some children will be confused and frightened. If the child is frightened, he will need someone he can depend on for help. School experience is most valuable for all children if the school, home, and child work together.

TASKS OF ENTERING SCHOOL



There are two general tasks the child should accomplish upon entering school. He needs to develop a feeling of satisfaction when he accomplishes something. He also needs to complete the adjustment from home to school. When the child is learning to feel satisfaction in accomplishment, he needs confidence. He must feel confidence in his abilities and himself. He must be able to accomplish tasks by himself and in a group. By age six or seven years, children usually prefer working in groups.

In completing the adjustment from home to school, the child may need special help. At this time, the child usually becomes more independent of his family. He spends more time with people outside the family. This may be the very first time the child must cope with a new situation on his own. He must learn how to cope with this new situation. Because he will be facing new situations all his life, he needs to be successful at this time. Success in school will help the child to develop his confidence further. As the child becomes more at ease in school, he realizes not everyone believes the same things. He sees different points of view and becomes more accepting of the ideas of others. It is important that an adult does not expect the child to be immediately successful in school. Many children need time and some may need special help to adjust.



The first grade should provide many opportunities for learning. The child will learn about a much larger world than he has known before. The first grade should provide intellectual learning experiences, social learning experiences, and acceptable ways for the child to express emotion.

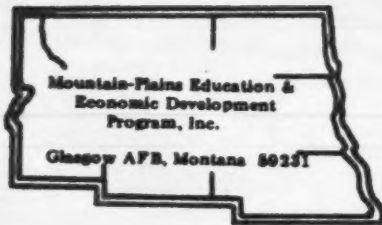
PRESCHOOL EXPERIENCES

Learning in school will depend upon the ability to use words, form concepts, correct wrong ideas, and develop the ability to reason. The most important thing any adult can provide a preschool child is many many first hand experiences. This is the most important background for learning to use symbols in communication. Such symbols are words, numbers, etc.

A good first step in the preparation for school is kindergarten or nursery. Preschool programs usually provide a wide variety of firsthand experiences and communication experiences. The child is given the opportunity to explain and classify concepts. All of these activities are generally based on the child's abilities and level of development. Children with more limited backgrounds would generally profit from more than one year of preschool education.

Preschool programs are especially valuable to the child, because:

1. they provide firsthand experiences.
2. the adjustment is gradual -- the child usually goes only part of the day.
3. children are prepared for reading, writing, and number concepts.
4. children learn ways of behaving in groups with a teacher. They learn what its like to be in school.
5. children gradually learn to adjust to the expectations of others.



Learning Experience Guide

UNIT: HANDLING BEHAVIOR

RATIONALE:

Knowledge of the types of problem behavior in children and guidelines for changing such behavior will enable the adult to guide the child to his fullest potential.

PREREQUISITES:

Validation of Unit 66.03.02. -- The Child's Potential.

OBJECTIVES:

Identify types of problem behavior and guidelines for changing such behavior.

RESOURCES:

Attached Information Sheets

Filmstrip: "Everyday Problems of Young Children", Rose Mukerji, Parents' Magazine Films, Inc., 1974.

Equipment: 35 mm Filmstrip/Cassette Player.

GENERAL INSTRUCTIONS:

Complete Learning Activity Package -- Common Behavior Problems. Participate in Group Activity Package -- Guiding The Child's Behavior. Complete Unit/LAP Post with 80% accuracy.

PERFORMANCE ACTIVITIES:

- .01 Common Behavior Problems
- .02 Guiding the Child's Behavior (CAP)

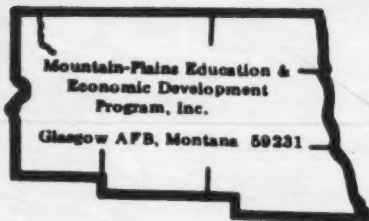
Principal Author(s): B. Peterson

EVALUATION PROCEDURE:

80% correct responses on objective multiple-choice test.

FOLLOW-THROUGH:

Go to the first assigned Learning Activity Package.



Learning Activity Package

Student: _____

Date: _____

PERFORMANCE ACTIVITY: Common Behavior Problems

OBJECTIVE:

Identifying types of problem behaviors and guidelines for changing such behavior.

EVALUATION PROCEDURE:

80% correct responses on Unit/LAP test.

RESOURCES:

Attached Information Sheet: "Common Behavior Problems".

PROCEDURE:

Steps

1. Read "Common Behavior Problems".
2. Complete Unit/LAP test.
3. Instructor will correct the answer sheet.
4. Study areas of Unit/LAP test answered incorrectly.
5. If you score less than 80%, retake the Unit/LAP test until you score at least 80%.

Principal Author(s):

B. Peterson

COMMON BEHAVIOR PROBLEMS

WHAT IS PROBLEM BEHAVIOR?

Problem behavior is sometimes difficult to define. Because behavior is annoying or embarrassing to adults does not mean it is problem behavior. Such behavior could be perfectly normal for the child's age and level of development. Problem behavior is behavior that makes life difficult for the child, not for his parents alone.

TYPES OF PROBLEM BEHAVIOR

The following types of behavior are grouped according to the way in which endanger the child's well-being.

1. Behavior that interferes with efficiency. Doodling is a good example of this type of behavior. Being idle may not be so serious during early childhood. The child has fun responsibilities then. However, as time goes on this may become more serious.
2. Behavior that interferes with physical well-being. Example of behavior that could interfere with physical well-being are nibbling between meals, gulping food, resistances to sleeping.



3. Behavior that interferes with social adjustment. Every child wants and needs friends. Every parent wants their child to have friends. The child who is rude, selfish, or inconsiderate will eventually find himself very unpopular with others.

4. Behavior that attracts unfavorable attention. Every child wants to be in the limelight of attention. Children who gain the attention through clowning or during foolhardy things have a problem. He will find himself regarded as a pest by adults and a show off by other children.

5. Behavior that makes a child feel inferior. A child who does something wrong won't be severely criticized. However, the child who continues such things as stealing or lying may be disliked by everyone. If this continues, he will eventually develop feelings of inferiority. He may feel he can never do anything right.

CHANGING PROBLEM BEHAVIOR

It is extremely important to realize that all behavior is learned. This means that more desirable behavior can be learned to replace undesirable behavior. Adult guidance is extremely important to the child in this area. A child decides on his behavior by what will satisfy him at the moment. He really doesn't know what behaviors will make life difficult for him.

In guiding a child's behavior it is wrong to believe the child will outgrow undesirable behavior. The only exception to this is if the behavior is appropriate for the child's stage of development. A two to three year old who continually says "No!" is trying out his newfound independence. He will eventually outgrow this type of behavior. If unsocial behavior continues past the time it is appropriate, it is important to change. The longer this type of behavior continues, the harder it is to change.

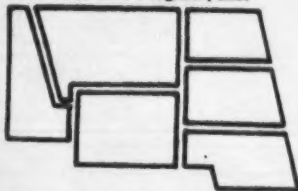
Parental attitudes are extremely important in helping the child change his behavior. The following are guidelines for parents:

1. Realize the child is not willfully troublesome.
2. Ask yourself if you are expecting too much from the child, according to his level of development.
3. Use a positive rather than negative approach to guidance.
4. Ask yourself if the behavior is normal for the child's level of development. If so, he may outgrow it.

The following are suggestions for helping adults guide children with behavior problems:

1. Find out why the child is behaving in a way that causes problems for him.
2. Help the child become aware of what he is doing and why it would be better if he behaved some other way.
3. Encourage the child to want to change his behavior.
4. Encourage the child to replace undesirable behavior with more appropriate behavior.
5. Make the new behavior more attractive to the child by praising him when he does the right thing.

6. Lapses are inevitable. Be sure to correct each lapse in behavior.
7. Encourage the child to be active. Much pent-up energy is used in misbehaving.



Glasgow A.F.B., Montana 59231

Group Activity Package

Student: _____

Date: _____

TITLE: Guiding The Child's Behavior

OBJECTIVE:

Considering the child's behavior is generally a direct expression of his feelings; discuss how the adult may most effectively guide the child's behavior.

EVALUATION PROCEDURE:

Completion of group activity.

RESOURCES:

Filmstrip: "When Children Are Aggressive."

Filmstrip: "When Children Do Worrisome Things."

Equipment: 35 mm Filmstrip/Cassette Projector.

PROCEDURE:

Steps

1. View filmstrip, "When Children Are Aggressive."
2. View filmstrip, "When Children Do Worrisome Things."
3. Participate in group discussion answering the following questions:
 - a) What type of feelings might a child be expressing through aggressive behavior? Which of these emotions are more easily acceptable to parents? Why?
 - b) What do you think of the expression "an eye for an eye - a tooth for a tooth"? Should a parent teach a child not to hurt another child by demonstrating how it feels? What are the dangers in this?
 - c) Is it considered disrespectful for a child to say "I hate you" to his parents? What does the child mean? How can this be handled?

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PROCEDURE: (cont)

- d) What does a child feel when he is allowed to express unlimited anger?
- e) What needs is a child expressing when he does the following:
sucks his thumb, masturbates, takes other peoples things, lies?
- f) Should parents insist on stopping some of these behaviors? When is it
wiser to ignore them?
- g) How can parents teach children to respect the rights of others? How do
we get our idea across?